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THE TEACHERS' HANDBOOK FOR THE OUTDOOR SCHOOL.

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THIS HANDBOOK FOR OREGON PUBLIC AND PAROCHIAL ELEMENTARY SCHOOL TEACHERS IS FOR USE IN PLANNING AND UTILIZING THE OUTDOOR SCHOOL OF THE REGIONAL OUTDOOR EDUCATION PROGRAM HEADQUARTERED AT PORTLAND, OREGON. THE OUTDOOR SCHOOL WHICH UTILIZES CAMPS OWNED BY YOUTH-SERVING ORGANIZATIONS PROVIDES ELEMENTARY CLASSES (PRIMARY GRADE 6) AND THEIR TEACHERS THE OPPORTUNITY TO EXPERIENCE A WEEK OF LIVING IN CLOSE ASSOCIATION WITH OTHERS AND LEARNING FROM DIRECT CONTACT WITH THEIR ENVIRONMENT. MANY OF THE LEARNINGS ARE OUTGROWTHS OF THE REGULAR SCHOOL CURRICULUM, WHILE OTHERS ARE UNIQUE BECAUSE THEY CANNOT BE EXPERIENCED IN THE CLASSROOM. THE TEACHERS AND THEIR CLASSES ARE IN SCHOOL ABOUT FIVE HOURS PER DAY. A LARGE SHARE OF THE DIRECTION AND ACTUAL INSTRUCTION OF THE STUDENTS IS DONE BY THE OUTDOOR SCHOOL STAFF. THE DOCUMENT IS DIVIDED INTO SIX SECTIONS. SECTION 1 DEALS WITH THE DEFINITION OF THE OUTDOOR SCHOOL AND THE HISTORY OF THE OUTDOOR SCHOOL IN OREGON. SECTION 2 PRESENTS THE ROLE OF THE CLASSROOM TEACHER IN THE OUTDOOR SCHOOL. SECTION 3 DESCRIBES THE ORGANIZATION OF THE OUTDOOR SCHOOL. SECTION 4 IS CONCERNED WITH PARENT, STUDENT, AND TEACHER ORIENTATION TO THE OUTDOOR SCHOOL PROGRAM. EMPHASIS IS PLACED ON CLASSROOM STUDENT ACTIVITIES WHICH WILL HELP PREPARE STUDENTS FOR THE OUTDOOR SCHOOL. SECTION 5 DEALS WITH HEALTH FORMS, PERMISSION FORMS, ARRIVAL PROCEDURES, INSURANCE, DEPARTURE PROCEDURES, AND OTHER SPECIFIC INFORMATION NEEDED BY THE TEACHER. SECTION 6 DISCUSSES TEACHER FOLLOW-UP AFTER THE WEEK AT THE OUTDOOR SCHOOL. OTHER RESOURCES "THE FIELD STUDY NOTEBOOK," "THE COUNSELOR'S HANDBOOK," AND "THE STUDENT GUIDEBOOK" ARE ALSO AVAILABLE FOR THE OUTDOOR SCHOOL UNDER SEPARATE COVER. (DS)

THE TEACHERS' HANDBOOK

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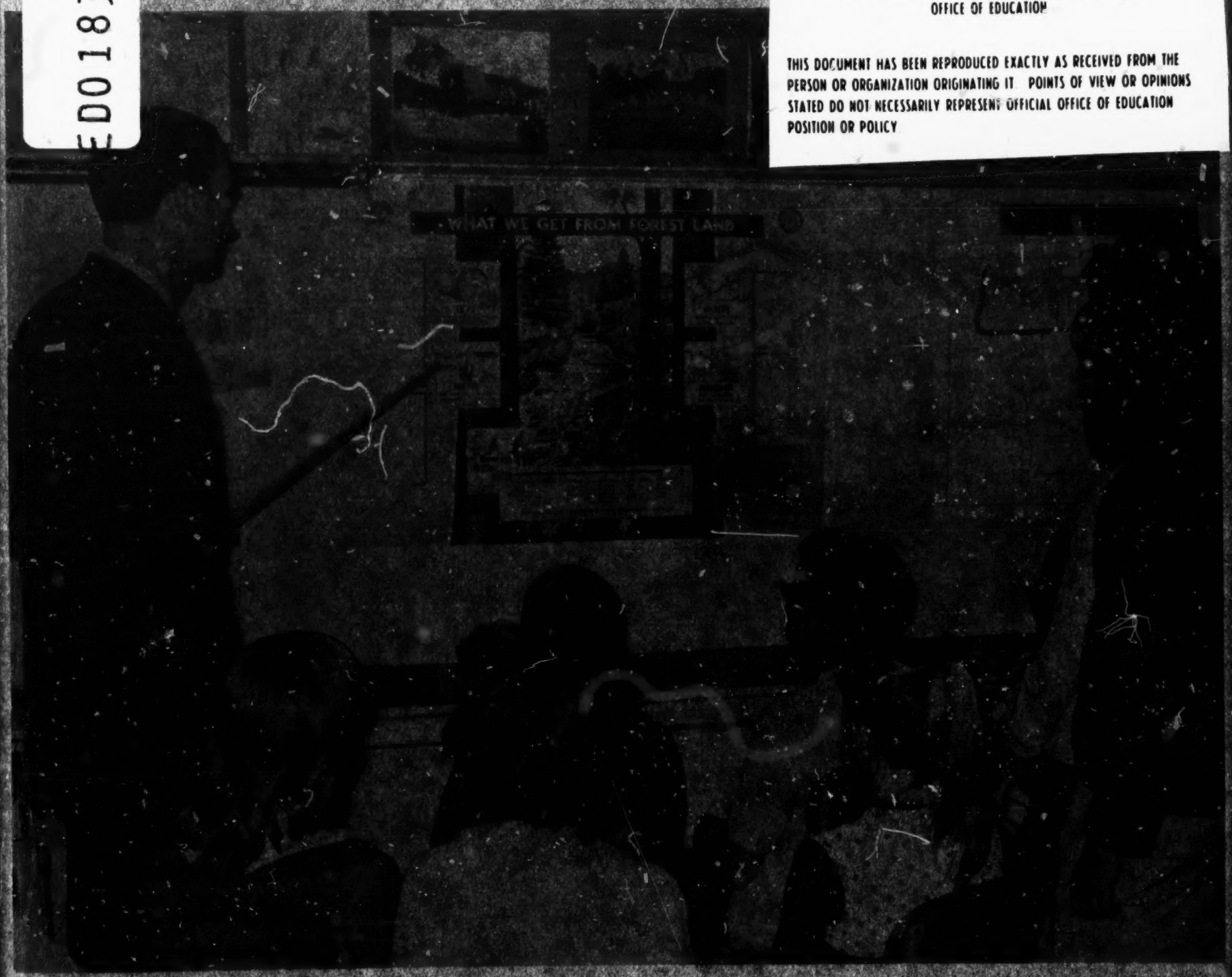

FOR THE

OUTDOOR SCHOOL

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THE TEACHER'S HANDBOOK

for the

OUTDOOR SCHOOL

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INTRODUCTION

With the overwhelming portion of its economy deriving from forest products, farming, tourism, and fishing, it is obvious the State of Oregon relies heavily on its natural resources. It is also obvious that the extent to which our sixth grade students today learn to understand and conserve these resources, will determine their economic security in the future.

In some heavily industrialized states where increasing populations are crowding the available land, there has already been misuse of natural resources and the hour is late. There is real concern that people be taught to use the land that remains in a wise manner. In such areas the Outdoor School has been conducted as a recreational program with educational overtones.

In Oregon, populations are still comparatively small and direct resource utilization comprises the principal job source. This may not always be the case and we must educate our young people to know, appreciate, and use wisely our resources lest we follow the path of others less fortunate. To that end, our Outdoor School is conducted as primarily an education program with only recreational overtones.

Definition of the Outdoor School

Outdoor education as one of the newest and most significant developments in the field of education began with teachers who desired to move outside the four walls of their traditional classroom to teach those areas of the curriculum which could be taught most effectively in a natural outdoor setting. Just as other teaching aids have been used to make instruction more meaningful and realistic, so direct learning experiences that involve enjoying, interpreting, and wisely using the outdoors can be a valuable supplement to regular classroom teaching.

An analysis of the school curriculum indicates that many of the learnings considered essential in the various subject matter areas can best be learned outside the classroom through direct, firsthand contact with the physical environment. By example, classroom teachers can make day-by-day use of the outdoors in the study of science, social studies, language arts, mathematics, art, physical education, and recreation. These learning experiences may include field trips, outdoor classrooms, excursions, outdoor skills, and use of native materials in arts and crafts. However, in order to distinguish between the outdoor education experiences which take place within the time limits of a single school day and those which take place over a period of several days, the term Outdoor School has been applied to the resident experience.

The object of this kind of education is not to add another subject area to the regular school curriculum. Rather, it provides an opportunity to correlate the study of natural resources with the total school curriculum. Thus, the Outdoor School is simply another method used to vitalize and enrich regular school learning.

The Outdoor School, then, provides elementary classes and their teachers with the opportunity to experience a week of living, learning, and working

together in Mother Nature's classroom. Here, they take part in planned learning activities that broaden and enrich the school curriculum. Thus, the Outdoor School is a total educative experience which makes use of the methods of camping, recreation, and education to offer children a direct learning experience in democratic living and in the understanding and wise use of our natural resources.

Camps owned by youth-serving organizations are utilized for the Regional Outdoor Education program. The camp outdoor environment offers endless educational experiences difficult to obtain elsewhere. Living in such an environment for an extended period of time makes possible a curriculum of playing, exploring, discovering, creating, conserving, and investigating. In other words, the Outdoor School enables children to hear, see, feel, taste, and smell the reality all about them.

At the Outdoor School children study the interrelationships of and man's relationship to the heavens, the soil, the water, the plants, and the animals. They are taught to use the simple tools of the woodsman and craftsman. Their equipment is that of the discoverer: maps, compasses, binoculars, thermometers, and testing instruments. The methods are those of the scientist: exploring, discovering, collecting, investigating, and evaluating.

The forests, streams, meadows, and other natural areas of the Outdoor School site provide endless varieties of nature to be examined. While the major subject matter taught is in the areas of science and conservation, the environment is abundant in meaningful work experiences, and life is well balanced, simple, and set at a child's pace. Where can youth better learn to develop some of the skills and attitudes about the important elements of successful living than in the natural environment of the Outdoor School?

The twenty-four-hour-a-day experience provides each child with the opportunity to appreciate those intangibles that grow out of a close association

with others. Also, the classroom teacher has an unusual opportunity to understand better those he teaches, and to establish a closer relationship with his pupils.

In summary, the total experience at the Outdoor School may be conceived as an overall approach to the learning process. Some of the learnings acquired grow out of the school curriculum; others are unique because they cannot be experienced in the regular classroom. Upon return to the classroom, following a week at the Outdoor School, children and their teachers have experienced a multitude of new learnings which can be applied to all subject matter areas of their school curriculum. This kind of education cannot help but reinforce and enrich regular instruction.

History of the Outdoor School in Oregon

The State of Michigan pioneered the Outdoor School program in 1940. Although it was experimental, it provided personnel and experience for many similar projects which followed dramatically. Six years later, San Diego sponsored a pilot project at Camp Cuyamaca. After that, programs developed in rapid succession throughout California, and by 1959 a study indicated that 31,000 elementary school children from 1062 classes, representing 517 separate schools and 175 school districts, participated in a school camping program. Although California has taken the lead in recent years, New York, Texas, Wisconsin, Illinois, Indiana, Washington, and other states have excellent programs in progress. In fact, over twenty-two states in the nation at present are conducting school camping programs, thereby giving evidence of continual growth and development.

The program in Oregon started in the spring of 1957. Under the direction of Dr. Irene Hollenbeck of Southern Oregon College of Education, the first project was undertaken. A combined fifth and sixth grade class and their teacher from the Westside Elementary School of Medford spent a week at Dead Indian Soda Springs Camp located east of Eagle Point on Little Butte Creek.

Realizing the need to further introduce the Outdoor School program to administrators, teachers, parents, and the general public of Oregon, Margaret Milliken of Oregon State University has been instrumental in promoting a series of pilot projects in several school districts. In the spring of 1958, the first pilot project started with one sixth grade group from Crook County Schools. The Crooked River Elementary School was selected, and Ellen McCormack and her thirty-two pupils were chosen to be the first group to participate. They spent five days at Camp Tamarack, a private camp located near Suttle Lake in the Oregon Cascades.

Since that time other projects have been conducted in other parts of the state, i.e., in Salem, Eugene, Portland, Coos Bay, Springfield, Mapleton, Canby, and Milwaukie.

The Regional Outdoor Education program is the first large-scale application of the Outdoor School, covering a multi-county area in Oregon. This has been made possible through the Elementary and Secondary Education Act of 1965 (Public Law 89 - 10 Title III). The application for the federal funds under the act was made by the P.A.R.E.T. (Portland Area Resource Education Tour) Committee, a group of state and federal resource agency people, industry representatives, and science educators in the four-county area. In the spring of 1966, 500 sixth grade students from Columbia, Washington, Multnomah, and Clackamas counties took part in a pilot Outdoor School program at Camp Colton, Colton, Oregon.

It was the P.A.R.E.T. Committee's intent that Regional Outdoor Education double its capacity each year until, by 1970, the program would become a regular part of the sixth grade curriculum in public and parochial schools and annually reach all 16,000 available students in the four-county area. Federal financing will continue to be sought but it is intended that the cost of outdoor education should be gradually assimilated into school budgets and supplemented through other suitable sources.

ROLE OF THE CLASSROOM TEACHER AT THE OUTDOOR SCHOOL

Teachers will find the Outdoor School a pleasant and rewarding experience. They will discover they probably have more free time than they would under home-school, home-town circumstances.

This is true because of the proximity of classroom, recreation, dining, and sleeping facilities and because the trained Outdoor School staff will assume a large share of the direction of students. Teachers will be "in school" with their class about five hours a day, during much of which the actual instruction will be done by Resource Coordinators on the school staff.

Many teachers will ask then, why do I need to be there? Especially could those teachers with good science and conservation backgrounds feel their talents wasted at the Outdoor School. Nothing could be farther from the truth! The extent to which the teacher has set the stage, assists and learns from the specialists, relates the previous classroom and current outdoor instruction, and prepares the finale, will determine the total value of the whole experience. Properly done, the time spent in preparation and follow-up will far exceed the instruction time at the Outdoor School. The Outdoor School will be only as successful as the regular classroom teacher makes it. The teacher, then, is the key person in this program and in that light will be considered an active and vital member of the Outdoor School staff.

Look at it this way! By law, the teacher is responsible for the instruction and discipline of the class. However, most teachers have at times, invited specialists into the classroom to instruct the class in a field in which they felt not as well informed. Most also have taken their class on field trips where again an outside specialist explained the facility or program. In essence, this same situation is automatically supplied to the teacher at the Outdoor School. Twice each day teacher and class go to an assigned outdoor classroom or "study plot". Experts in the four resource areas of Water, Soils,

Plants, and Wildlife are made available to teach those subjects in this novel outdoor laboratory. Because the study plot instructors (Resource Coordinators) are familiar with the local flora, fauna, and terrain and have prepared specialized demonstrations unique to this particular outdoor site, they are in the position to engender the greatest good from the instructional period. Familiarity with the rest of the Outdoor School curriculum and the local territory makes the Resource Coordinator the most able person to demonstrate the resource interrelationship and the ecological factors involved.

Rather than feel "out of it", teachers should welcome this opportunity to expose their students and themselves to instruction which is so closely tailored to an outdoor site which they occupy only on a temporary basis.

Much of the instruction on the study plot will occur with students in small groups, utilizing the "discovery" method and using tools and scientific testing equipment. At this time the assistance of teachers will be imperative. Teachers should feel free to offer their help in any areas where they feel qualified and instructors will welcome their contribution.

Teachers will be able to make their greatest contribution during their two, daily, half-hour evaluation periods. These occur after each study plot session, one in the morning, one in the afternoon. This is when a summary of the material just covered is best accomplished and the progress of each student checked. Only the regular teacher can relate what has been learned in the home classroom to what has been observed in the outdoor class situation. If certain key points appear to have been missed by the class, this is the time to reiterate them. Staff will be most happy to assist if asked.

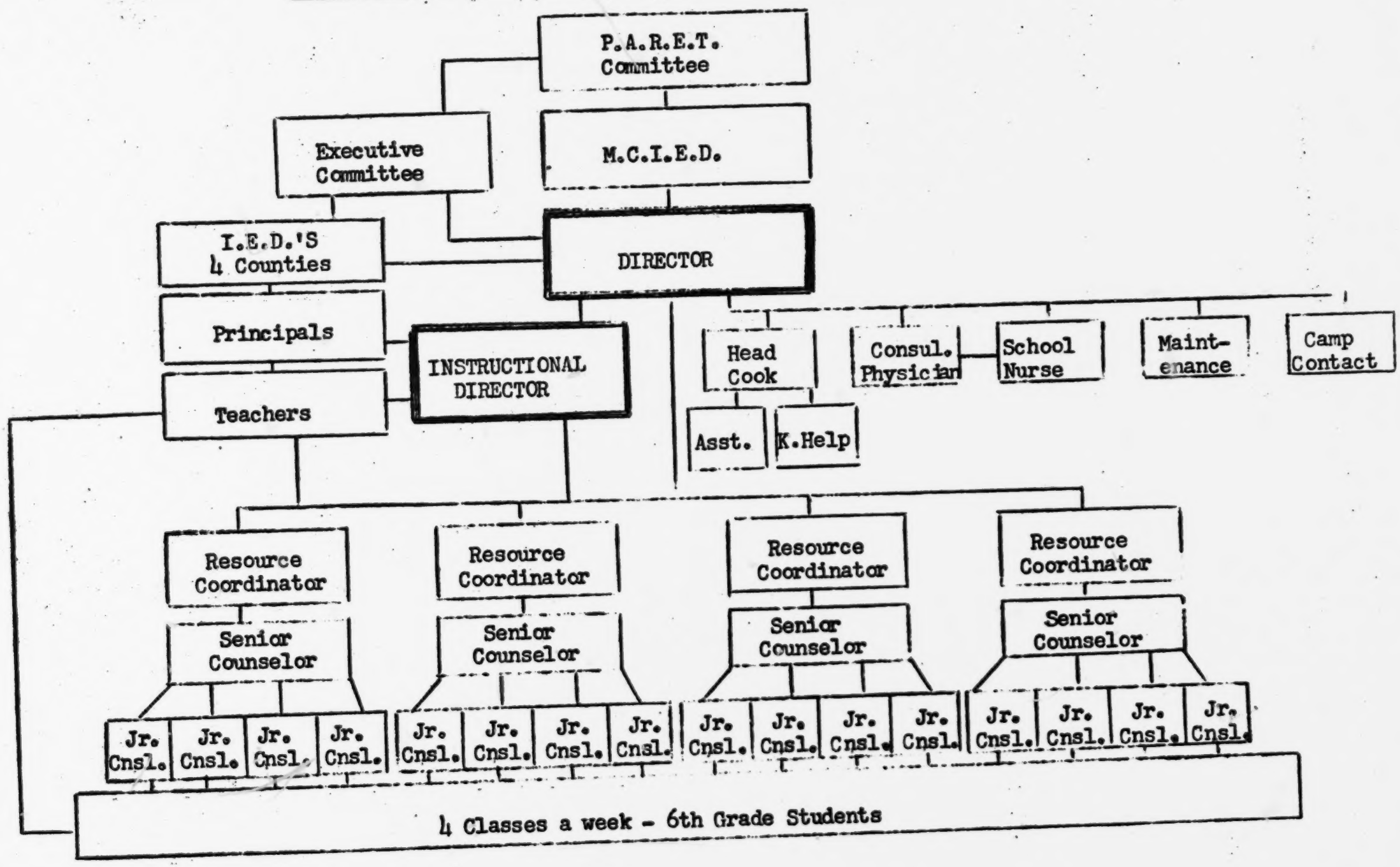
On Thursday and Friday, teachers will play a vital role in the Individual Project sessions. Here again, the teacher is in the best position to advise and encourage each student on an ideal project. The teacher alone among the staff has observed the student during all the previous instruction and can determine

his greatest interest and capabilities. Often the greatest amount of learning takes place during Individual Projects as the student feels "on his own." It is crucial that the student be well directed and encouraged by a familiar person.

On Friday, before lunch, the final hour-long summary period will be provided during which the classroom teacher should draw together the high points of the week's instruction and discoveries. The interrelationships of all four elements of the natural resources should especially be emphasized. Staff will be available to help with this if the teacher so desires. It is especially important that good liaison exist between the teacher and the Resource Coordinator so that the Outdoor School instruction remains on a level for which students have been prepared. Only the classroom teacher will know the plane of knowledge the class has reached at home and care should be taken to inform the Resource Coordinator so that the highest level of achievement is possible.

Teacherswill, of course, remain responsible for their students all the time they are in the Outdoor School. Teachers will still handle the discipline and conduct of their students and will be sought out if problems should arise elsewhere concerning their students and other staff members. Therefore, it is necessary that there be complete cooperation and understanding between the teacher and the Director.

REGIONAL OUTDOOR EDUCATION - ORGANIZATION CHART



STAFF RESPONSIBILITIES AT THE OUTDOOR SCHOOL

Director is responsible for the health, welfare, safety, and education of every person in camp. He is in the position of highest authority and is ultimately responsible for the success or failure of the Outdoor School. He implements the policy and philosophy and sets the tone of the school. The Director is responsible, through the Instructional Director, for the instructional curriculum of the Outdoor School. He sees to the recruitment and training of all Outdoor School staff to insure successful operation. The Director is responsible for operation of all the physical facilities at the school and for the direction of the kitchen, medical, and maintenance staff. He is the personnel officer for the Outdoor School staff. In his absence, the Instructional Director will assume direction of the Outdoor School site. When both of these people are required to be absent from the school site, a Chief Resource Coordinator will be designated as Director.

Instructional Director is specifically responsible for the total instructional curriculum of the Outdoor School and for the recruitment and training of all instructors involved in teaching the curriculum. He is to see to the formulation, integration, and evaluation of the pre-camp, in-camp, and post-camp curriculum. He maintains a close liaison with appropriate school principals and classroom teachers to the end that their students achieve the greatest good from their week at the Outdoor School. In that both Senior and Junior Counselor staff have a vital part in teaching at the Outdoor School, the Instructional Director has a responsibility toward their recruitment and training.

Resource Coordinators are responsible for teaching the planned curriculum of the Outdoor School during the scheduled instructional periods. Each will instruct in one of the four resource areas in which he is especially competent, but strive always to demonstrate its interdependence with the other three. He

will train his assigned Senior and Junior Counselors in his area of the curriculum and make every effort to use them and the classroom teacher as supplemental instructors. He will maintain close liaison with the classroom teachers and will use the staff meeting as a clearing house for information. The Resource Coordinator will also be assigned to direct certain other functional, recreational, and individual project duties and will train Senior and Junior Counselors to assist in these areas.

Classroom Teachers assume responsibility, not only for the preparation of their students, but also for the follow-up activities in the classroom after the Outdoor School. They are responsible for the discipline and conduct of their students during the in-camp experience and will assist in those instructional areas in which they feel qualified. Teachers will inform Outdoor School instructors of the level of preparation of both individual students and the class as a whole so that the out-of-door instruction will be most meaningful. Teachers are expected to attend staff meeting and contribute to them with suggestions and constructive criticism.

Senior Counselors are primarily responsible to the instructional phase of the Outdoor School curriculum and each is assigned to the direction of a Resource Coordinator. They will instruct on the study plot to the extent to which their background or the training by their Coordinator qualifies them. Each Senior Counselor will assume a supervisory position over approximately four Junior Counselors to the end that the health, happiness, and welfare of the sixth grade students under them will be realized. They will meet daily with their Junior Counselors for the purpose of training and guidance and will report at the staff meeting. Each Senior Counselor will also be assigned by the Director to functional, recreational, and individual project duties.

Junior Counselors (high school students) are responsible for the health, happiness, and welfare of their cabin group from the time the student campers

arrive at the Outdoor School until they board the bus for home. They will orient students to their living organization, the Outdoor School site, the daily schedule, and their duty responsibilities. On the first day of Outdoor School, Junior Counselors will immediately obtain all medications from students and transfer them to the school nurse, cooperating with her in seeing that all students involved arrive at the dispensary for their prescribed medication. Junior Counselors will assume creative leadership and initiative in working with the students in all phases of the program. They are expected to take training from and assist Resource Coordinators in reaching student with the instructional phase of the program. They will meet daily with their assigned Senior Counselor for guidance and training.

School Nurse assumes responsibility for the health, safety, and medical care of everyone in the Outdoor School. She works under the direction of a consulting physician who is retained by the Outdoor School. She alone administers medications (even to the use of aspirin for headaches) and all cases of injury or illness, no matter how slight, must be reported to her.

ORIENTATION TO THE OUTDOOR SCHOOL

TEACHER ORIENTATION

The Teacher's Workshop will be the teacher's single, most valuable source of information about the Outdoor School. This will be held prior to the opening of the Outdoor School class sessions and will cover a two-day period. During this time the Outdoor Education staff will cover such items as the philosophy, objectives, history, curriculum relationships, and organization of the Outdoor School. Orientation to the study plot will be an important part of teacher training. Teachers will "live" a typical day at the Outdoor School and be housed and fed in the same facilities to be used by their students. Duties will be assigned that will parallel those expected of students and the fun and comraderie of the living groups and the evening campfire will be experienced as they really happen. Attendance at the Teacher's Workshop is imperative to a successful week's session later.

Staff Visitation. An Outdoor School staff member will visit each classroom as described in the Student Orientation section.

Literature. The "Teacher's Handbook," the "Guidebook for the Outdoor School," and the "Field Study Notebook" contain most of the information necessary for understanding the philosophy, curriculum, organization, and schedule of the Outdoor School. They have been carefully prepared to prevent "overlap" and unnecessary rereading of the same material.

Visual Aids. A filmstrip with taped narration has been prepared for use in the staff visitation to the classroom for orientation of students. It has the same orientation value for teachers and parents and additional copies are available for other showings. The pictures were taken at the spring, 1966 Outdoor School and show actual students, counselors, and instructors "in action" in the out-of-doors.

A 28 minute, 16 mm. sound film is available, which is a reproduction of a television show sponsored by Portland Public Schools. This film has more ideal application at parent or faculty meetings but still has value for classroom presentation. It may be ordered from the Regional Outdoor Education office.

Charts. A kit of charts and teaching aids has been assembled for use in preparing classes for the Outdoor School. These helps will be mailed to teachers for their early use. Use of these materials will assist greatly in raising the classes' level of understanding of nature and conservation prior to their week out-of-doors. The better prepared a class arrives, the greater the value of the week at Outdoor School.

Film List. A list of 16 mm. movie films and filmstrips that have been previewed and determined to be of value in Outdoor School preparation, has been assembled for participating teachers. Certain of these are basic films that have been reserved exclusively for Regional Outdoor Education use and will be automatically scheduled into each classroom two weeks prior to their attendance at the Outdoor School. This has been done to assure that each class has the opportunity to see these specific films and to save possible conflict in scheduling should each teacher order separately. Each teacher will be supplied the schedule and titles of these films which will arrive through the mail. It is essential that these select films be returned promptly so they may be checked, cleaned, and shipped to the next scheduled class.

The remaining films on the preferred list must be requested by each teacher on his own schedule. The title, description, and source will appear for each film.

STUDENT ORIENTATION

Since you will accompany your pupils to the Outdoor School, you will assume certain responsibilities for the preparation of your class group. Without your understanding and cooperation, regardless of how qualified the specialized Outdoor School staff may be, the total experience will fall short of the desired goals.

You, the classroom teacher, have an important role to play if the curriculum studied is to have meaning for your pupils. You can accomplish this by first introducing the major curriculum objectives (listed below) to your class group. Next, some of the suggested activities and learnings can be included in the regular sixth grade curriculum and related to the Outdoor School. A list of such suggestions appears later in this section. The Teacher's Workshop will also provide a wealth of information.

In the meantime, a real effort should be made on your part to become as familiar as possible with the following important objectives and then to discuss them with your pupils.

To discover differences in species of plants and animals, and their relative abundance in different types of outdoor communities

To develop interest in plants and animals and how they grow, how they depend on soil, and how they restore the soil

To note how different species of plants and animals compete with each other for water, minerals, light, space, and food

To discover the effects of modern man's life habits upon the environment of plants and animals in a particular habitat

To study the relationship between climate and soil types and the prosperity and kinds of animal and plant life that the climate and soil of a particular habitat support

To study the successional changes in a particular habitat and how a climax community is developed

To become aware of man's dependency on all of nature

To understand that each person is responsible for doing what he can to maintain or make wise use of the natural resources in order that people now and in the future may receive maximum benefit from them

To understand and appreciate the interdependence and interrelationship of the earth's natural resources

To discover the enjoyment of being out-of-doors and using it for study, experimentation, and meditation

To become familiar, when in the woods, with practices of self-reliance, good judgment, and consideration for others.

At the Outdoor School the students are required to document their instructional experiences by recording information in their field study notebooks. Therefore, they should, in the classroom preliminary planning, become familiar with the subject-matter content included in the notebook and begin filling in some of the information from classroom discussions. From the beginning, the notebook then becomes important to the student and serves as an education tool to integrate the outdoor learning experience with regular school studies. The Guidebook for the Outdoor School will communicate much practical information for the teacher and student.

The Teacher's Workshop, which is held before the opening of the Outdoor School, will serve as an especially valuable source of information for teachers. Explanation of the philosophy of Outdoor Education as well as the practical experience of "living a day at the Outdoor School" are a part of this two-day training session. A greater understanding of the preparatory phase of teacher responsibility will also result. Attendance at the Workshop is imperative to a value-filled week with a class.

Staff Visitation. Several weeks before the scheduled attendance of a class at the Outdoor School, a member of the Outdoor Education staff will visit the home classroom. A detailed description of a week at the Outdoor School will be presented and supplemented with a showing of the filmstrip "You, at the Outdoor School." A chance to sing a few songs and ample opportunity to answer questions

will be a part of the visit. Some materials such as baggage tags and baggage inventory lists will also be distributed at this time. Teachers will be given a staff visitation schedule well in advance of the date. Parents should be invited and encouraged to attend this session.

Specific Things a Teacher Can do to Prepare Students for the Outdoor School

You, the classroom teacher, face the problem of how to make the Outdoor School experience a functional part of the subject matter content of grade six. Your problem is not simple since the curriculum taught at the Outdoor School is not a separate course. Instead, it is an integrated experience type unit which cuts across all subject fields. Thus, the Outdoor School environment provides the children with many experiences that may be related to such subject areas as science, social studies, communicative arts, mathematics, art, music, health, and physical education.

As the teacher, you are the "key" person in making this program an integral part of the regular school studies. Therefore, it is necessary for you to become reasonably familiar with the general instructional material taught during the week of Outdoor School. Since there are many possible ways to accomplish this important preparation, no one method is proposed. However, you should not limit the pre-class study to reading of books, making of charts, and looking at pictures or films. The proposed curriculum should include something the children actively do: casting animal tracks, sketching cloud formations, learning the use of the compass, making maps to scale, planting seeds and watching them grow, and other similar type experiences.

The information which follows is presented to provide you with some examples of how the Outdoor School experience can be correlated with the subject matter content studied in the sixth grade. Consequently, it is hoped that you will use your own initiative in devising ways in which the preparation can best be accomplished. Teachers are not expected to know a great deal about

every subject, but in these lists each can possibly find some activities which will interest them and inspire them into some exploratory research. A few in each general area should be attempted.

Science

Learning about the various constellations for star study at the Outdoor School

Studying about the animals and plants that might live in the Outdoor School community

Taking nature hikes to recognize plants, trees, and birds on or near the school grounds

Studying the important uses of plants that might be found at the Outdoor School

Learning how plants reproduce

Discovering differences in species of plants and animals, and their relative abundance

Studying trees that are dying in the community and determining the cause

Viewing specific problems related to the study of natural resources and their interrelationships

Studying the effects of fire and how to prevent them from destroying our natural resources

Making a study of the effect of weather on animals, birds, insects, and plants on or near the school grounds

Making collections of lichens, mosses, ferns, flowering plants, grasses, seeds, leaves, etc.

Keeping a plant, animal, bird, or insect diary

Taking a bird, animal, or tree census on school grounds or nearby

Learning how to trap small animals to study while at the Outdoor School

Learning some common bird calls

Making a collection of kinds of trees found on the school grounds or nearby

Keeping records of rain, snowfall, or temperature throughout a part of the school year

Identifying, by use of simple keys, plant and animal specimens collected locally

Studying rocks and soil formations

Making a chart, according to composition, classifying rocks

Mounting and classifying leaves, butterflies, moths, insects, etc., collected locally

Making a collection of old bird nests

Continuing interest in the study of rocks, soil, water, plants, and animals, upon return to the classroom

Raising plants from seeds found locally

Planting a garden or flower bed at school and using the flowers to decorate the school

Planning and making a nature and conservation trail on the school grounds or nearby with signs to identify the various plants and animals and to tell interesting facts and stories about them

Keeping a calendar on the changes of trees located on the school grounds or nearby

Establishing a permanent school nature museum

Building a permanent classroom aquarium or terrarium

Planting seedlings on the school grounds to improve the landscape

Making short field trips to nearby areas to observe seasonal changes, such as the changing color of fall leaves

Social Studies

Discussing living and working together at the Outdoor School, including the importance of standards of conduct

Discussing work experiences at the Outdoor School and why they need to be done by everyone for the good of everyone

Practicing being host or hostess at the Outdoor School

Practicing manners, including when to say "excuse me," "pardon me," "thank you," and "please"

Discussing manners in caring for guests at the Outdoor School

Learning the table manners list and their meaning

Learning respect for the flag, including how to fold and display the flag correctly

Learning about the early history of the vicinity where the Outdoor School is located

Studying the geographical and historical sites enroute to the Outdoor School

Reading maps to determine location and route of travel to the Outdoor School

Making a list of conduct standards important to practice and apply them to future field trips

Language Arts

Planning a class skit to use at an Outdoor School evening campfire

Discussing standards of conduct and safety on the bus, in the living areas, during instructional field study, and during recreational periods

Learning how to introduce people

Discussing table manners, serving, cooperation, sportsmanship, etc.

Learning how to prepare newspaper articles

Reading aloud stories about the stars

Writing letters to various agencies regarding materials on natural resources

Doing supplementary reading in subject areas studied at the Outdoor School

Using the library to find information about nature and the natural resources

Keeping conservation notebooks

Developing word lists

Discuss keeping a camp diary

Addressing envelopes and practicing writing letters to the Outdoor School staff upon return to the classroom

Composing stories about experiences at the Outdoor School

Dramatizing conservation charades and plays

Making oral reports to predict the daily weather from the newspaper

Composing articles, stories, and poems for school and local newspapers

Publishing a class newspaper telling about the Outdoor School and take home to parents

Planning for a school assembly reporting experiences at the Outdoor School to other grades

Discuss giving talks to Parent-Teacher Association relating experiences at the Outdoor School

Participating in panel discussions telling about Outdoor School experiences

Preparing a program for parents telling about experiences at the Outdoor School

Mathematics

Learning to estimate and measure distance, time, space, etc.

Learning to use standard measuring instruments such as ruler, tape, etc.

Figuring distance to and from the Outdoor School and determining total gallons of gasoline used per round trip

Computing time required to travel to and from the Outdoor School

Learning to read a compass and orient a map

Learning to find directions and travel by compass

Learning to tell time with a compass

Measuring distances by pacing

Making maps of the school grounds to scale by use of compass and pacing

Figuring the height of trees, size, and board feet

Measuring the diameter of trees

Determining how long it takes a tree to grow

Learning to read thermometers and barometers correctly

Learning to read and record findings on weather instruments

Graphing daily weather records from the newspaper

Estimating distances and percent slopes

Estimating the flow of a stream

Making a large-scale base map of the entire school grounds showing boundaries, buildings, roads, walks, utility lines, fences, and other permanent features

Art

Planning needed art supplies for individual project work at the Outdoor School

Making hobo stoves for Outdoor School cook-out

Making bug nets for use at the Outdoor School

Making plant presses for collections at the Outdoor School

Making animal traps for use at the Outdoor School

Making window displays for downtown stores to interest the community in the Outdoor School

Building feeders for study of birds and animals at the Outdoor School

Devising simple keys for identification of trees, flowers, birds, and insects.

Practice making plaster casts of animal tracks

Drawing sketches of cloud formations observed

Making table arrangements and decorations from materials collected

Making picture frames to mount specimens found at the Outdoor School

Prepare for making a scrapbook of Outdoor School experiences

Practice making permanent collections by blueprinting and spatter painting of specimens to be found at the Outdoor School

Making a model of a beaver dam

Making a star chart of constellations learned

Constructing a model of the solar system to show relationship of planets and the sun

Making a rainfall chart, using the daily paper as a source of data

Planning a display of photographs to be taken at the Outdoor School

Making posters for display at school and in downtown stores

Developing a school science display

Mounting museum displays artistically

Preparing a bulletin board display for the rest of the school

Music

Listening for nature sounds. What is highest pitch? Lowest?

Listening for bird songs and marking them on a musical scale

Learning songs for the Outdoor School from song sheets provided

Composing conservation songs to sing at the Outdoor School

Learning and practicing a song that is to be sung by the class at an Outdoor School campfire

Physical Education, Health, and Safety

Discussing types of clothing needed and how to dress for the Outdoor School

Formulating rules of camp safety

Discussing why taps, reveille, and quiet hours are necessary at the Outdoor School

Discussing importance of health habits to be practiced while at the Outdoor School

Learning how to make a bedroll and pack

Learning how to set a table and to serve food properly

Discussing how to clear and wash tables following meal periods

Discussing how to care for clothing and personal belongings

Discussing how to keep living quarters clean and tidy, with all personal belongings in place

Discussing rules of safety to practice in the woods

Learning proper use of tools such as knife, axe, hammer, shovel, screwdriver, etc.

Learning fire prevention rules, including how to put out campfires

PARENT ORIENTATION

Outdoor School staff limitations will rule out evening parent meetings being set up by Regional Outdoor Education at every school participating. However, through a "take home" letter directed to parents, invitation to attend daytime classroom orientation sessions and through other printed material sent home, reasonable contact with parents should be possible.

On the other hand, if the teacher and principal wish to initiate an evening parents' meeting, a 28 minute film (a T.V. presentation) and printed material will be made available from the Outdoor School office. Whenever possible, an Outdoor School staff member will be happy to attend and take part in the presentation. Arrangements for film, printed material, and staff attendance should be made as far in advance of the meeting as possible.

As a classroom teacher, you have an opportunity to know the parents of your pupils better than any other person concerned with the program. Therefore, you are best able to answer the many individual questions which may arise in the minds of the parents concerning the safety, welfare, and supervision of their children during their week at the Outdoor School. Some of the important concerns of parents include: visitation, health and care, clothing and equipment, transportation, camp address and telephone, mail, location of camp, time of departure, time of return, and the program. Care has been taken to be sure answers to most of these questions are available in the printed material reaching teachers.

The parents of your pupils look to you, the teacher, for advice regarding the education of their child. Hence, your cooperation and broad vision regarding the need for children to experience this kind of education can help them to see the values to be gained. The Outdoor School administration is definitely dependent upon you for building the parents' confidence in the program.

SPECIFIC INFORMATION FOR TEACHERS

Before the Outdoor School

Certain forms and material necessary to the conduct of the Outdoor School will be sent to teachers in quantity well ahead of time for their attention and distribution.

1. Physical Examination Form. (Essential) This form must be signed and the examination conducted by a medical doctor, and he must state that the child is physically able to attend the Outdoor School. The examination should be made within at least a month of each student's departure for the school, preferably within 10 days. In most cases, the family physician can take care of this matter at little expense to parents. In some cases it may be best to have the principal or teacher make arrangements to have a doctor come to the school and examine the entire class at one time. Blood hemoglobin and urinalysis laboratory tests are not required unless specified by the doctor. Parents of certain religious faiths which do not accept medical treatment are asked to accept the Outdoor School medical examination policy as a means of protecting the other students who may not share their particular beliefs.
2. Health History Form. (Essential) This should be filled out by the parent (or doctor) most familiar with the child's health history. It should be returned, signed by the parent, to the teacher and kept until students arrive at the Outdoor School. Before leaving the bus, the teacher should see that each student has both this and the Physical Examination form in hand before going to the dispensary.
3. Parent's Letter. This letter should be sent home as soon as possible by way of students. It is the initial contact with parents and will answer most of their questions.

4. Baggage tags. These should be given to students immediately before departure from the home school. They are color coded by class to prevent mixing of baggage and must be on baggage before loading the bus.

5. Baggage inventory sheets. These forms should be given out the week before departure so parents can list the items sent with children. These will be used by Junior Counselors when helping students assemble gear for departure from Outdoor School to their homes.

Arrival at the Outdoor School

The Outdoor School staff will meet the bus upon its arrival at camp. The class should remain seated on the bus until they have received instructions from the Outdoor School Director. The teacher should then see that each student is given his own Health History form and Physical Examination form to hold until taken up by the nurse or doctor at their next move. The girl students will then be asked to leave the bus and assemble around one of the Junior Counselors, a high-school-age girl. She will lead them to the Outdoor School Dispensary for their medical recheck. The boys in the class will follow one of the boy counselors in the same manner. Staff will remain in charge of students at the dispensary and direct their return to general assembly at the dining hall after the medical recheck.

All baggage, sleeping bags, hand bags, coats (unless needed), and other gear should be left on the bus. The Outdoor School staff will unload the bus and place all gear in a safe, dry area, separate from other groups. The importance of color code tagging and the inventory sheets is obvious. Teachers will be shown their quarters and can take their duffel there while their students are at the dispensary.

Everyone is expected to attend general assembly at the dining hall which will take place as soon as all four classes arrive at the Outdoor School and have completed the medical recheck. A bugle call will announce this event.

At general assembly, a welcome by the Director will be followed by an introduction of the Outdoor School staff, statement of the school rules, and assignment of students to their living groups. Junior Counselors will lead their cabin groups in picking up their duffel and transporting it to their assigned cabin, and will see that everyone is settled. Teachers should assist in locating duffel for their students.

At the bugle call, Junior Counselors will lead their cabin groups to the flag ceremony and then to the dining hall for Sunday dinner. Teachers will be guests at this meal as at all others and a full description of meal procedures will be made prior to the meal. After dinner, students will be conducted to the orientation campfire by their counselors and after that, to their cabins for bedtime. At 9:20 P.M. taps will sound and at 9:30 P.M., teachers and counselors will go to the dining hall for staff orientation.

Dining Hall Procedure

Mealtimes provide many opportunities for the social education of children and should be considered an important aspect of the total program. Since you, as a staff member, will be eating with students (most not your own), you should help maintain a good-natured atmosphere at meals and see to the carrying out of table manners as described in the Guidebook. Teachers, along with other Outdoor School staff members, will be "guests" at each meal. They will be invited by a host or a hostess to sit with them and will take a position to their right at the table. If you should be a guest of the table host (a boy), please take the initiative to assist him in serving-up the food so that it is still hot by the time it is set before the others. Teachers should encourage students to sit with other children from other areas during their meals. Sometimes a "clique" of students will attempt to sit together and will become boisterous or exclude a lone individual from another school who is unfamiliar with his table partners.

Discipline

Teachers are responsible for the discipline and conduct of their students at the Outdoor School. However, for most of the day, students will not be under the direct control of teachers but rather that of counselors. It is expected that teachers will convey to their students the importance of following the directions of the Outdoor School staff. Any discipline problems that cannot be handled by counselor staff will be directed to the teacher for disposition. When problems with individual students are affecting the happiness of others or affecting the quality of instruction, a child may be sent home as a last resort. The Outdoor School Director will fully discuss the matter with the teacher involved but the final decision must rest with the Director. In such a case, parents will be contacted to pick-up their youngster at the Outdoor School site. If this is impossible, a fully insured Outdoor School staff member will drive the student home. No child will be delivered into the hands of other than his parents or adults designated by parents. Students returned home are expected to attend the home school with another class as prescribed by the principal.

Teachers will often be with groups of students, not necessarily their own, and will be expected to fulfill the same disciplinary function as any staff member. At meals, flag ceremony, on the trail, at campfires, or any place where it is obvious Outdoor School rules are being violated or the happiness of other students affected, the teacher should take immediate steps to correct the situation. Teachers are encouraged to not sit in groups at campfires, etc., but rather to intersperse themselves among students and assist the staff with their control.

Staff Meetings

At 9:30 P.M. each evening, teachers are asked to attend an informal staff meeting after all students are bedded down. Junior Counselors will be awake and on duty in the cabin areas during this time.

The purpose of these meetings is to give teachers the opportunity to ask questions, discuss students, and evaluate the day's program. The Director will explain the events scheduled for the next day and discuss any problems that may have reached his attention.

Since the Nurse, Senior Counselors, and Resource Coordinators will also be present, this meeting can act as a clearing house for any information concerning health problems, emotional adjustment, and learning experiences. Senior Counselors will have met with their Junior Counselors after the evening meal and any pertinent information will be brought to the attention of adult staff.

Staff Policies. Teachers and all other staff members are expected to remain on the Outdoor School site during the entire week of the session. Emergency absence will be allowed following permission from the Director.

Smoking is permitted in staff quarters and staff lounge during free time but never in the presence of students. Extreme caution with fire must be taken during possible fire weather, with smoking on trail or study plots absolutely forbidden. Continued permission to use camp facilities is dependent on strict adherence to these rules.

Insurance. Regional Outdoor Education has taken out blanket accident insurance for every sixth grade student and Junior Counselor attending the Outdoor School. The insurance limits consist of $500.00 sickness medical, $2,000.00 accident medical, $2,000.00 specified disease, and $2,000.00 accidental death and dismemberment. Expenses for eye glasses or prescription for eye glasses and dental X-rays are excluded.

Blanket liability insurance has been purchased to cover all Outdoor School staff members, including participating teachers. The limit of this policy is $100,000.00 and it is in addition to any district or O.E.A. liability coverage teachers may already have. It is in force all the time the staff member is at the Outdoor School or going directly to or from the Outdoor School.

State Industrial Accident insurance and Workmen's Compensation insurance, of course, also apply to all teachers and paid staff members while at the Outdoor School.

Last Day in the Outdoor School. Friday morning will start with the same schedule as any other. However, at 7:30 A.M., after flag ceremony, the students will pick up their "cookout" breakfast materials at the dining hall and with their Junior Counselors proceed to a safe outdoor area to cook their own meal.

(Teachers should be certain that each student in the class comes to Outdoor School equipped with a complete (4 piece) hobo stove. Stoves should be labeled, packed in typical #10-can-boxes, and stored in space provided at Outdoor School. At the Thursday evening meal, a demonstration breakfast will be cooked on a hobo stove showing the techniques for success. Teachers should plan to hand out hobo stoves to their students in the dining hall immediately after dinner Thursday. This will be announced.)

At 7:45 A.M. Friday morning, teachers and adult staff will eat breakfast together in the dining hall. By 9:00 A.M., after their cookout, students will return with their counselors to pack duffel, clean cabins, and perform duties. Teachers and students should be on their study plots by 10:00 A.M. for the windup of Individual Projects. In many cases, those students who have completed their own project may be assigned to help those not yet finished. Staff will be on hand to assist during this time.

At 11:00 A.M., the summary period should get underway, leaving an hour for teachers to draw together the important elements of instruction from the past week and to again emphasize the interrelationships of the four resource areas. Many teachers may want to do this as an ecology hike. Resource Coordinators will be available to either handle the whole summary for teachers, to act as supplementary instructors, or not be used at all. Each teacher should make his own decision on this.

At Friday noon, summary should be completed. At 12:15 P.M. lunch will be served; at 1:15 P.M. the closing flag ceremony held; and by 2:00 P.M., all duffel should be taken to the loading area and students and teachers ready to leave.

In the case of those schools whose busses must necessarily arrive later than 2:00 P.M., recreation equipment and staff will be available to keep students busy till bus time. Every effort should be made to have busses loaded and on their way home by 4:00 P.M. Friday.

TEACHER FOLLOW-UP AFTER THE WEEK AT OUTDOOR SCHOOL

Introduction

You, the classroom teacher, are largely responsible for the Outdoor School follow-up program. How you accomplish this depends on your own ingenuity. Through experience and experimentation you will have discovered the kinds of learning activities which are most profitable to establish in the pupils' minds. The fundamentals are those important basic concepts learned at the Outdoor School. Regardless of what method you select, you should remember that the follow-up must be done in conjunction with regular class work. By doing this, the pupils will feel their work at the Outdoor School has not ended, but rather that it is an integral phase of their school studies.

Classroom Activities

It is suggested that upon return from the Outdoor School you begin your follow-up by encouraging your pupils to relate their many experiences. From these discussions, you can develop further units of study and other types of classroom activities relating to the soil, water, weather, plants, animals, and conservation in general.

The following kinds of activities may be undertaken with profit to both the individual pupil and the class as a group. However, these are merely suggestions. You will want to add more.

Individual Pupil Experiences

1. Make maps or drawings of the school camp to different scales.
2. Build bird feeders for the school grounds.
3. Mount, label, and identify specimens collected.
4. Make an insect collection; harmful, beneficial, aquatic, etc.
5. Make star charts for recognizing constellations.

6. Make a leaf collection of trees identified at the Outdoor School and trees near the school.

7. Classify rocks brought from the Outdoor School.

8. Make a rainfall chart, using your home-made rain guage and check with the local paper for accuracy.

9. Do library research to show that camping was a way of life of the settlers.

10. Write and illustrate stories and poems about some aspect of camp experience.

11. Write articles for the school and community newspapers telling about experiences at the Outdoor School.

12. Write letters of appreciation to the counselors and other staff members of the Outdoor School.

13. Write themes based on camp experiences.

14. Give talk about Outdoor School experiences to P.T.A., student groups, and community service organizations.

15. Bring to class reports from newspapers, periodicals, and radio programs about things that were seen and done at the Outdoor School.

16. Continue practicing safety in everyday living.

17. Make litter bags for school classrooms and other areas.

18. Draw or paint pictures and posters of camp experiences.

19. Compose songs about camp experiences, such as hiking, wildlife, and conservation.

20. Make an Outdoor School scrapbook.

21. Make original craft projects from materials such as twigs, pine cones, bark, seeds, pine needles, etc., which were collected at the Outdoor School or locally.

22. Make blueprints, spatter prints, crayon prints, smoke prints, or ink prints of specimens collected at camp.

23. Make picture frames to mount specimens of flowers, trees, ferns, etc.

24. Make clay models of animals or birds observed at the Outdoor School.

25. Sketch pictures of phases of camp life from memory.

Class Group Experiences

1. Plan and make a nature and conservation trail on the school grounds or nearby.
2. Build a classroom terrarium or aquarium.
3. Start a nature museum which can be added to during the remainder of the school year.
4. Raise plants from seeds collected at the Outdoor School.
5. Participate in a school planting project.
6. Construct a model of the solar system to show relationship of planets and the sun.
7. Construct a large star chart of constellations seen at the Outdoor School.
8. Make a chart classifying rocks brought from the Outdoor School.
9. Take a leisurely walk around the school grounds listening for out-of-door sounds.
10. Compare the similarities of school rules and camp rules.
11. Discuss and establish rules of conduct for classroom behavior.
12. Continue to evaluate table manners.
13. Elect classroom officers and monitors.
14. Plan a school or community improvement project.
15. Make a scrapbook for the library for future sixth-grade campers.
16. Share Outdoor School experience by preparing and giving oral reports to the fifth grades in the school.
17. Write plays or skits for school assemblies that tell about interesting experiences at the Outdoor School.
18. Plan a school assembly to tell about experiences at the Outdoor School.
19. Plan a parents' meeting to demonstrate collections and projects.
20. Plan to continue practice of recreation skills learned at the Outdoor School.
21. Select a host and hostess for noon lunch period.
22. Plan periods to clean the playground of litter.
23. Make a field trip to a local sewage treatment plant or filtration plant.

24. Invite experts on Water, Soil, Plants, and Wildlife to speak to the class on advanced aspects of their work.

25. Discuss which camp hazards are also found at school.

26. Make a chart of bus conduct standards and apply them to future field trips.

27. Prepare a bulletin board display of materials collected; include photographs, sketches, and themes about the Outdoor School.

28. Exhibit at the school collections such as rocks, soil samples, plants, nests, and other things found at the Outdoor School.

29. Plan a window display in a local store to exhibit projects and materials made or collected at the Outdoor School.

30. Continue singing songs learned at the Outdoor School. Sing to the P.T.A.

31. Publish a newspaper or newsletter for parents telling about experiences at the Outdoor School.

32. Make a class memory book for the Director of the Outdoor School.

33. Make a tape recording of camp songs.

34. Draw or paint murals and friezes of camp experiences to display in the classroom.

35. Establish a class reference library for future sixth-graders by writing to various resource agencies for pamphlets, charts, and periodicals.

Evaluation Responsibilities

In addition to the important follow-up program with your pupils, you have certain other responsibilities to the Outdoor School administration for assisting with the evaluation of the program. Your complete cooperation is needed in order to carry out this phase of operation.

Soon after your return from the Outdoor School you will receive evaluative forms from the Director. It is necessary that these forms be completed and turned back on the dates and time specified. This will require additional effort on your part aside from regular teaching assignments.